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ABSTRACT

These two self-assessment inventories are designed to be used for evaluation of tech prep implementation at the middle/high school and postsecondary levels. The middle/high school version is intended to be completed by the district/school, the postsecondary form by the technical college. The form provides for rating the level of implementation as low, moderate, high, or not applicable for each objective. These categories of objectives are assessed on the middle/high school level inventory: organizational/planning structure, curriculum development/enhancement, academic and vocational integration, teaching/learning process, special populations, guidance/counseling, staff development, school climate, evaluation, and middle school involvement. The postsecondary inventory assesses these categories of objectives: organizational/planning structure, curriculum development/enhancement, academic and vocational integration, teaching/learning process, special populations, counseling and advising, staff development, and evaluation. (YLB)

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ED 362 636

Tech Prep Implementation
Self-Assessment Inventory

Middle/High School Level
Postsecondary Level

Partnership for Academic and Career Education
Pendleton, SC

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CE 064 287

TECH PREP IMPLEMENTATION - MIDDLE/HIGH SCHOOL LEVEL
SELF-ASSESSMENT INVENTORY

DISTRICT/SCHOOL: _____

LEVEL OF IMPLEMENTATION				OBJECTIVE
Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Organizational/Planning Structure
❑ L	❑ M	❑ H	❑ NA	1. A "coordinator," or leader at the district level is guiding development efforts.
❑ L	❑ M	❑ H	❑ NA	2. A planning team or steering committee at the district level is in place and active.
❑ L	❑ M	❑ H	❑ NA	3. All district curriculum coordinators and vocational director(s) are actively involved in planning.
❑ L	❑ M	❑ H	❑ NA	4. A "coordinator," or leader at the building level is guiding development efforts effectively.
❑ L	❑ M	❑ H	❑ NA	5. A school-level planning team is in place and active.
❑ L	❑ M	❑ H	❑ NA	6. District and school-level teams are effectively accessing resources and assistance available through the Consortium Office.
❑ L	❑ M	❑ H	❑ NA	7. District and/or school partnerships with local businesses are effectively utilized to support the Tech Prep program.
❑ L	❑ M	❑ H	❑ NA	8. District and school teams are provided adequate time to plan and assess implementation strategies; teachers are given adequate time for joint planning.
				Curriculum Development/Enhancement
❑ L	❑ M	❑ H	❑ NA	1. All available applied academic courses, that the school/district thinks are appropriate, are implemented successfully.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
❑ L	❑ M	❑ H	❑ NA	**Curriculum Development/Enhancement (continued)**
❑ L	❑ M	❑ H	❑ NA	2. Curriculum planning has been completed in math, language arts and science to ensure appropriate sequencing for courses in grades 9-12, especially in regard to applied academics.
❑ L	❑ M	❑ H	❑ NA	3. The general education curriculum has been eliminated and replaced with a more rigorous and focused academic curriculum for the "nonbaccalaureate bound."
❑ L	❑ M	❑ H	❑ NA	4. Other "general level" courses, such as economics, have been upgraded and now include more participatory, hands-on activities for students.
❑ L	❑ M	❑ H	❑ NA	5. Exit competencies for math, science and language arts have been analyzed to ensure they meet entry-level employment and associate degree requirements.
❑ L	❑ M	❑ H	❑ NA	6. Adequate flexibility exists between the college prep and Tech Prep curricula allowing students to move from one to the other.
❑ L	❑ M	❑ H	❑ NA	7. Applied learning modules, developed through the Consortium Office, are appropriately infused into existing courses.
❑ L	❑ M	❑ H	❑ NA	8. Course enhancement materials, such as the applied oral communications and English I and II materials, developed through the Consortium Office, are appropriately utilized in the language arts curriculum.
❑ L	❑ M	❑ H	❑ NA	9. Academic and occupational curricula have been analyzed to ensure that appropriate SCANS competencies are effectively addressed in the high school program.
❑ L	❑ M	❑ H	❑ NA	10. Occupational offerings have been analyzed to ensure they provide meaningful learning experiences for students and that programs are responsive to employer needs.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Curriculum Development/Enhancement (continued)
❑ L	❑ M	❑ H	❑ NA	11. Appropriate work-based learning options (co-op,Apprenticeship, shadowing) have been implemented and are available to all students.
❑ L	❑ M	❑ H	❑ NA	12. Co-op and Apprenticeship options have been articulated with postsecondary institutions so experiences are progressive through completion of the associate degree.
❑ L	❑ M	❑ H	❑ NA	13. ALL appropriate occupational and academic courses have been fully articulated with area technical colleges.
				Academic and Vocational Integration
❑ L	❑ M	❑ H	❑ NA	1. Academic and occupational faculty work together to enhance and integrate both academic and occupational offerings.
❑ L	❑ M	❑ H	❑ NA	2. Academic competencies are effectively reinforced in occupational courses.
❑ L	❑ M	❑ H	❑ NA	3. Academic and occupational curricula are coordinated so students see the relationship between one and the other.
❑ L	❑ M	❑ H	❑ NA	4. Mechanisms are in place to encourage meaningful collaboration between academic and occupational faculty; faculty are encouraged to develop integrated lesson plans using the PACE Handbook, "Developing 'Real-World' Applications for Academic Concepts" or similar materials.
				Teaching/Learning Process
❑ L	❑ M	❑ H	❑ NA	1. Academic and occupational teachers are effectively utilizing cooperative learning techniques in the classroom.
❑ L	❑ M	❑ H	❑ NA	2. Assessment techniques to measure student learning have been reviewed and/or modified to ensure appropriate evaluation.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Teaching/Learning Process (continued)
❑ L	❑ M	❑ H	❑ NA	3. Teaching techniques include appropriate use of "outside resources" (expertise from the business community, utilization of instructional technology, etc.) to enhance the learning process.
❑ L	❑ M	❑ H	❑ NA	4. Course content and activities feature integration across disciplines to encourage greater transference of knowledge from one situation to another.
❑ L	❑ M	❑ H	❑ NA	5. Course content and activities include appropriate preparation for student success on standardized tests (exit exam, etc.).
❑ L	❑ M	❑ H	❑ NA	6. Teachers of applied academics are utilizing appropriate techniques in the classroom and are not relying solely on traditional methods to teach applied courses.
				Special Populations
❑ L	❑ M	❑ H	❑ NA	1. Applied academic courses have been reviewed and appropriate modifications have been made to accommodate students with special needs.
❑ L	❑ M	❑ H	❑ NA	2. Tech Prep publications project positive images and role models for minorities, females and students with special needs.
❑ L	❑ M	❑ H	❑ NA	3. Faculty have been trained in how to utilize different methodologies to reach students with various learning needs.
❑ L	❑ M	❑ H	❑ NA	4. Appropriate tutoring or special assistance activities are available and utilized by students with special needs.
❑ L	❑ M	❑ H	❑ NA	5. Guidance programs include materials and activities to help students with special needs identify realistic career and/or postsecondary options.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Guidance/Counseling
❑ L	❑ M	❑ H	❑ NA	1. Curriculum pathways have been identified and documented for each Tech Prep cluster which illustrate the academic and occupational courses a student should complete for maximum benefit following high school.
❑ L	❑ M	❑ H	❑ NA	2. Curriculum pathway material illustrates the high school courses which would qualify students to participate in Technical Advanced Placement.
❑ L	❑ M	❑ H	❑ NA	3. Curriculum pathway material illustrates recommended occupational courses for students interested in postsecondary programs without secondary equivalents (broadcasting); or for secondary programs without obvious college equivalents (masonry); or for students who do not take occupational specialities at a career center.
❑ L	❑ M	❑ H	❑ NA	4. Advising publications have been developed which include "tips" for students on how to successfully position themselves for post-high school opportunities, including ways to finance an associate degree education through employer-sponsored tuition reimbursement.
❑ L	❑ M	❑ H	❑ NA	5. Advising publications include information on Youth Apprenticeship (if appropriate), Bosch Apprenticeship or other work-based learning activities through local businesses and technical colleges; publications include recommendations on course selections for maximum preparation and TAP credit.
❑ L	❑ M	❑ H	❑ NA	6. All Career Planning Guides (student registration materials) have eliminated references to general education and now include specific information on Tech Prep and postsecondary options.
❑ L	❑ M	❑ H	❑ NA	7. Career Planning Guides include language which encourages all students to take the highest level of coursework they can handle successfully and strongly encourages baccalaureate-bound students to take academic courses designated as CP/honors.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Guidance/Counseling (continued)
❑ L	❑ M	❑ H	❑ NA	8. Technical Advanced Placement (TAP) opportunities and procedures are documented and easily available to students; processes are in place to help students take advantage of TAP.
❑ L	❑ M	❑ H	❑ NA	9. Technical Advanced Study (TAS) opportunities and procedures are documented and easily available to students; processes are in place to help students take advantage of TAS.
❑ L	❑ M	❑ H	❑ NA	10. All students complete and maintain a "four year plan" which includes either one of the following post high school goals: a) immediate employment or military; b) mid-level technology career; or c) professional career. (The first two will identify the student as a Tech Prep student; the third as a college prep student.)
❑ L	❑ M	❑ H	❑ NA	11. Career awareness activities, beyond "Career Day," are held routinely to help students understand opportunities in mid-level technology careers.
❑ L	❑ M	❑ H	❑ NA	12. Guidance collections are adequate to help students explore local, regional and national opportunities in mid-level technology fields.
❑ L	❑ M	❑ H	❑ NA	13. Course weighting and ranking systems have been studied in regard to applied academics; policies have been implemented which the district/school feels are fair and appropriate.
❑ L	❑ M	❑ H	❑ NA	14. Guidance materials developed through the Consortium Office, such as the new Student Awareness Program (which will be distributed later this fall), are effectively utilized.
❑ L	❑ M	❑ H	❑ NA	15. Tech Prep promotional materials (brochures and videos) developed by the school, district and/or Consortium Office have been effectively utilized with students and parents.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Staff Development
❑ L	❑ M	❑ H	❑ NA	1. All school personnel have received an adequate orientation to Tech Prep including the justification for such a program and the benefits to students, schools and communities.
❑ L	❑ M	❑ H	❑ NA	2. Staff development activities are readily available which expose personnel to the changing workplace and the requirements of mid-level technology careers.
❑ L	❑ M	❑ H	❑ NA	3. Staff development opportunities available through the Consortium Office, such as the PACE Summer Institute and the Business Internship Program for Teachers, are adequately promoted at the school level.
❑ L	❑ M	❑ H	❑ NA	4. All teachers of math, science and language arts have completed training in appropriate institutes for applied academics to encourage better departmental communication.
❑ L	❑ M	❑ H	❑ NA	5. Teachers of applied academics have received training in applied methodologies, beyond that provided through the basic Institute training.
❑ L	❑ M	❑ H	❑ NA	6. Teachers of applied academics are encouraged to participate in the Teacher Network meetings hosted three times each academic year by the Consortium staff.
❑ L	❑ M	❑ H	❑ NA	7. All counselors and appropriate faculty (particularly occupational) have received adequate training in how to help students take advantage of Technical Advanced Placement and similar opportunities at all area colleges.
❑ L	❑ M	❑ H	❑ NA	8. All counselors (and appropriate faculty) have been trained to explain transfer options to students including transfer from AAS programs and from university transfer programs, as well as general transfer admission policies to four-year colleges (with emphasis on SAT, foreign language and high school transcript requirements).

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Staff/Development (continued)
❑ L	❑ M	❑ H	❑ NA	9. All counselors have visited applied academic classes and are familiar with the nature of these courses so they can effectively place students in the curriculum.
❑ L	❑ M	❑ H	❑ NA	10. All counselors have received training to help them advise students who are undecided between Tech Prep and college prep options, and to help them encourage appropriate occupational offerings for all students.
❑ L	❑ M	❑ H	❑ NA	11. All school leaders (including occupational/career center directors) are confident in explaining their schools' Tech Prep programs to internal as well as external audiences.
				School Climate
❑ L	❑ M	❑ H	❑ NA	1. Adequate materials and activities have been implemented to inform and appropriately involve parents in the Tech Prep program; parents are empowered to become active supporters of their children's high school and post high school pursuits.
❑ L	❑ M	❑ H	❑ NA	2. Career Planning Guides (student registration materials) are free from language which projects a poor image of occupational/technical education; Tech Prep and college prep options are treated equally in all publications.
❑ L	❑ M	❑ H	❑ NA	3. Awards ceremonies and other recognition activities celebrate the successes of Tech Prep students equally with those of baccalaureate-bound students.
❑ L	❑ M	❑ H	❑ NA	4. School personnel actively support the choices and interests of students regarding occupational/technical education.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				School Climate (continued)
❑ L	❑ M	❑ H	❑ NA	5. Schoolwide activities are implemented which expose students, faculty and staff to the changing workplace and the requirements of meaningful careers, both professional level and mid-level technology.
				Evaluation
❑ L	❑ M	❑ H	❑ NA	1. Mechanisms are in place to identify the numbers of Tech Prep students in each grade level (unduplicated and beyond enrollment in applied classes); numbers are routinely provided to the Consortium Office for state grant and PACE Board reporting purposes.
❑ L	❑ M	❑ H	❑ NA	2. Mechanisms are in place to identify in which program, Tech Prep or college prep, dropouts were enrolled prior to leaving school.
❑ L	❑ M	❑ H	❑ NA	3. School and district-level planning teams discuss outcomes of Tech Prep and make modifications in their programs based on formative evaluation methods.
❑ L	❑ M	❑ H	❑ NA	4. Mechanisms are in place to provide appropriate data to the Consortium Office for evaluation of the Tech Prep initiative in the three county area.
❑ L	❑ M	❑ H	❑ NA	5. District and school leaders are prepared to administer surveys and other assessment tools provided by the Consortium Office to measure program outcomes.
				Middle School Involvement
❑ L	❑ M	❑ H	❑ NA	1. All middle school/junior high faculty and staff have received an orientation to Tech Prep and understand their role in the program.

Low (L)	Moderate (M)	High (H)	N/A (NA)	Middle School Involvement (continued)
❑ L	❑ M	❑ H	❑ NA	2. Math, science and language arts curricula have been reviewed in relation to changes at the high school level; appropriate action has been taken to ensure that there is a smooth transition from middle school to high school.
❑ L	❑ M	❑ H	❑ NA	3. Career guidance activities, featuring mid-level technologies, are routinely offered in all middle schools.
❑ L	❑ M	❑ H	❑ NA	4. Middle school and high school counselors collaborate successfully on advising rising ninth graders and ensuring that four-year plans are completed.
❑ L	❑ M	❑ H	❑ NA	5. Appropriate school climate is maintained at the middle school level which projects positive images for both college prep and Tech Prep options at the high school.

Prepared for:

Coordinating Board,
Partnership for Academic and Career Education (PACE)
(9/25/92)

TECH PREP IMPLEMENTATION - POSTSECONDARY LEVEL
SELF-ASSESSMENT INVENTORY

TRI-COUNTY TECHNICAL COLLEGE

LEVEL OF IMPLEMENTATION				OBJECTIVE
Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Organizational/Planning Structure
❑ L	❑ M	❑ H	❑ NA	1. A "coordinator," or leader is guiding development efforts and working effectively with College, Consortium and school staff.
❑ L	❑ M	❑ H	❑ NA	2. A planning team or steering committee comprised of key instructional and student services leaders is in place and active.
❑ L	❑ M	❑ H	❑ NA	3. The College is effectively using resources and assistance available through the Consortium Office.
❑ L	❑ M	❑ H	❑ NA	4. College representatives are communicating appropriately with all business and community contacts concerning the Tech Prep initiative.
❑ L	❑ M	❑ H	❑ NA	5. The College planning team spends adequate time planning and assessing implementation strategies.
				Curriculum Development/Enhancement
❑ L	❑ M	❑ H	❑ NA	1. Entry competencies in math, science and English have been identified, communicated to secondary sites and assessed accurately through the College's placement testing process.
❑ L	❑ M	❑ H	❑ NA	2. Exit competencies of postsecondary occupational programs have been identified, verified by advisory committees and local employers, and are effectively taught throughout the curricula.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Curriculum Development/Enhancement (continued)
❑ L	❑ M	❑ H	❑ NA	3. All aspects of the college-wide competencies initiative have been fully articulated with the Tech Prep initiative.
❑ L	❑ M	❑ H	❑ NA	4. Academic and occupational curricula have been analyzed to ensure that appropriate SCANS competencies are effectively addressed in postsecondary programs.
❑ L	❑ M	❑ H	❑ NA	5. Appropriate work-based learning options (co-op, Apprenticeship) have been implemented and are coordinated with secondary initiatives.
❑ L	❑ M	❑ H	❑ NA	6. Coordinated co-op opportunities, linking secondary and postsecondary assignments, are available to students in a minimum of 4 curriculum areas in each of the area career centers.
❑ L	❑ M	❑ H	❑ NA	7. All occupational departments that award TAP credit have developed and implemented at least one "Advanced Technology Certificate" program; appropriate informational and advising materials have been developed and disseminated.
❑ L	❑ M	❑ H	❑ NA	8. ALL appropriate occupational and academic courses have been fully articulated with area secondary schools; procedures used meet or exceed SACS standards.
❑ L	❑ M	❑ H	❑ NA	9. ALL TAP agreements are routinely reviewed with appropriate high school/College faculty; modifications are approved according to accepted standards, and student/faculty handbooks are updated accordingly.
❑ L	❑ M	❑ H	❑ NA	10. ALL appropriate occupational and academic courses have been fully articulated with area senior colleges.
❑ L	❑ M	❑ H	❑ NA	11. Agreements have been reached with area senior colleges to accept appropriate TAP credit toward baccalaureate degree requirements.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Curriculum Development/Enhancement (continued)
❑ L	❑ M	❑ H	❑ NA	12. Health education programs recognize secondary applied math and science courses as appropriate to meet prerequisite requirements; statements in College catalog and program brochures clearly reflect new policies.
❑ L	❑ M	❑ H	❑ NA	13. English and math department heads, as well as appropriate persons from Comprehensive Studies, have analyzed exit competencies from secondary curricula and have devised standards and satisfactory exemption procedures for TCTC's placement testing process.
				Academic and Vocational Integration
❑ L	❑ M	❑ H	❑ NA	1. Academic and technical faculty work together to enhance and integrate both related and content course offerings.
❑ L	❑ M	❑ H	❑ NA	2. Academic competencies are effectively reinforced in technical (content area) courses.
❑ L	❑ M	❑ H	❑ NA	3. Academic and technical courses are appropriately coordinated so students see the relationship between one and the other.
❑ L	❑ M	❑ H	❑ NA	4. Mechanisms are in place to encourage regular and meaningful collaboration between academic and technical faculty.
				Teaching/Learning Process
❑ L	❑ M	❑ H	❑ NA	1. Academic and technical faculty are effectively utilizing cooperative learning techniques, or appropriate adaptations, in the classroom.
❑ L	❑ M	❑ H	❑ NA	2. Classroom testing methods used to measure student outcomes have been reviewed and/or modified to ensure accurate assessment of application, problem-solving and higher order thinking skills.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Teaching/Learning Process (continued)
❑ L	❑ M	❑ H	❑ NA	3. Teaching strategies are used which foster student appreciation of cultural diversity issues.
❑ L	❑ M	❑ H	❑ NA	4. Applications are appropriately infused into academic courses to make content more practical, hands-on and participatory; course content is applied in ways appropriate to meet SACS standards.
❑ L	❑ M	❑ H	❑ NA	5. Course content and activities feature integration across disciplines to encourage greater transference of knowledge from one situation to another.
❑ L	❑ M	❑ H	❑ NA	6. Faculty are utilizing diverse teaching techniques and are not relying solely on traditional methods to teach either content or related courses.
				Special Populations
❑ L	❑ M	❑ H	❑ NA	1. Content and related courses have been reviewed and appropriate modifications have been made to accommodate students with special needs (learning disabled, physically handicapped, etc.).
❑ L	❑ M	❑ H	❑ NA	2. Student publications project positive images and role models for minorities, females and students with special needs.
❑ L	❑ M	❑ H	❑ NA	3. Faculty have been trained in how to utilize different methodologies to reach students with various learning needs.
❑ L	❑ M	❑ H	❑ NA	4. Appropriate tutoring or special assistance activities are available and utilized by students with special needs.
❑ L	❑ M	❑ H	❑ NA	5. Counseling activities include materials and activities to help students with special needs identify realistic career options.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Counseling and Advising
❑ L	❑ M	❑ H	❑ NA	1. Publications are available which describe current work-based learning opportunities such as Bosch Apprenticeship, co-op, Technical Scholars and other employer-sponsored tuition assistance programs; materials are routinely shared with the Consortium Office for distribution to schools.
❑ L	❑ M	❑ H	❑ NA	2. Student advising guides are published and readily available which describe transfer opportunities from all College programs; guides include information on transferability of TAP credit from the secondary level to the baccalaureate level.
❑ L	❑ M	❑ H	❑ NA	3. Technical Advanced Placement (TAP) procedures are documented and readily available to counselors, academic advisors and others with whom incoming students might have contact.
❑ L	❑ M	❑ H	❑ NA	4. Technical Advanced Study (TAS) procedures are documented and readily available to counselors, academic advisors and others with whom incoming students might have contact.
❑ L	❑ M	❑ H	❑ NA	5. Incoming Tech Prep students receive effective counseling and advising concerning TAP credit, scheduling and remaining degree requirements.
❑ L	❑ M	❑ H	❑ NA	6. Career awareness workshops or similar activities are held routinely to help students understand opportunities in mid-level technology careers.
❑ L	❑ M	❑ H	❑ NA	7. Resource collections are current and adequate to help students explore local, regional and national opportunities in mid-level technology fields.
❑ L	❑ M	❑ H	❑ NA	8. Materials developed or gathered through the Consortium Office, such as the new Student Awareness Program, are effectively incorporated, either whole or in part, into counseling activities.
❑ L	❑ M	❑ H	❑ NA	9. Students who enter AA/AS programs and who change their minds about pursuing baccalaureate degrees receive timely and effective advising concerning the opportunities in technical degree programs.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Counseling and Advising (continued)
❑ L	❑ M	❑ H	❑ NA	10. Tech Prep promotional materials (brochures and videos) developed by the College and/or Consortium Office have been effectively utilized with students and have been shared with schools.
❑ L	❑ M	❑ H	❑ NA	11. Campus tours and other exploratory activities for middle/high school students are well organized, informational and highly rated by visiting students and staff.
❑ L	❑ M	❑ H	❑ NA	12. Pro-active job placement services are available and functioning to place AAS completers in employment; appropriate information on employment opportunities is infused into counseling procedures and made available to Consortium schools.
				Staff Development
❑ L	❑ M	❑ H	❑ NA	1. All College personnel have received an adequate orientation to Tech Prep including the justification for such a program and the benefits to students, schools, the College and communities.
❑ L	❑ M	❑ H	❑ NA	2. Mechanisms are in place to ensure that instructional divisions and departments, as well as Student Services, receive periodic updates on the Tech Prep initiative.
❑ L	❑ M	❑ H	❑ NA	3. Staff development activities are routinely conducted which expose counselors to the changing workplace, the requirements of mid-level technology careers and the career opportunities available to TCTC graduates.
❑ L	❑ M	❑ H	❑ NA	4. All English, math and science department heads are familiar with the content and scope of applied academics courses taught on the secondary level.
❑ L	❑ M	❑ H	❑ NA	5. <u>All</u> Student Services counselors are familiar with high school Tech Prep programs and can effectively advise any area high school student interested in entering TCTC or any other two- or four-year college (Trio counselors).

Low (L)	Moderate (M)	High (H)	N/A (NA)	
				Staff Development (continued)
❑ L	❑ M	❑ H	❑ NA	6. All counselors and advisors are familiar with TAP and can effectively advise students on how and where TAP credit can be used. (NOTE: This includes advisors whose departments do not award TAP credit, such as University Transfer, RTV, VET, etc.)
❑ L	❑ M	❑ H	❑ NA	7. All counselors are trained to fully understand transfer opportunities and can effectively explain procedures to students.
❑ L	❑ M	❑ H	❑ NA	8. All College executive staff, instructional administrators, and counselors are confident in explaining Tech Prep programs to internal as well as external audiences.
❑ L	❑ M	❑ H	❑ NA	9. Mechanisms are in place and utilized which facilitate joint staff development opportunities for academic/technical faculty on both the high school and College level; minimum of one activity occurs each year.
				Evaluation
❑ L	❑ M	❑ H	❑ NA	1. Mechanisms are in place and utilized to identify the numbers of Tech Prep students entering and completing TCTC occupational degree programs; results are appropriately reported to area districts/ schools.
❑ L	❑ M	❑ H	❑ NA	2. Mechanisms are in place and utilized to identify entry-level job placements and salary ranges of TCTC Tech Prep graduates; appropriate methods are used to report data back to schools.
❑ L	❑ M	❑ H	❑ NA	3. Mechanisms are in place and utilized to track outcomes of the TAP component—students who apply and do not complete, students who successfully complete the process and earn credit, students who earn credit and enroll at TCTC; results are routinely reported to area districts/career centers/schools.

Low (L)	Moderate (M)	High (H)	N/A (NA)	
❑ L	❑ M	❑ H	❑ NA	**Evaluation (continued)**
❑ L	❑ M	❑ H	❑ NA	4. Mechanisms are in place and utilized to track incoming students with TAP/TAS experience and to assess their performance in subsequent College courses; results are appropriately reported to area districts/schools.
❑ L	❑ M	❑ H	❑ NA	5. Mechanisms are in place and utilized to identify AA/AS students from area high schools who change majors and enter/complete technical degree programs; results are appropriately reported to area districts/schools.
❑ L	❑ M	❑ H	❑ NA	6. Mechanisms are in place and utilized to track "reverse transfers" who enter four-year colleges from area high schools and then begin/complete TCTC technical degree programs; results are appropriately reported to area districts/schools.
❑ L	❑ M	❑ H	❑ NA	7. Mechanisms are in place and utilized to identify incoming Tech Prep students who are receiving employer-sponsored tuition assistance; results are appropriately reported to area districts/schools.

Prepared for:

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Partnership for Academic and Career Education (PACE)
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